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ABSTRACT

This practicum report describes a program intended to increase parent participation by improved information delivery at an elementary school. Background study of the school and community indicated approximately a 25% turnover rate of new families and students. Attendance at parent education workshops and school orientation tours before program implementation was low. A survey indicated that parents' work schedules, lack of time, and lack of child care were the main obstacles to workshop attendance. To make parent participation more convenient, several videos were made with students and teachers at the school, including a school orientation video and a video on how to prepare for a science fair. The school set up a parent education resource lending library from which these and other videos, as well as books and booklets on study skills, school subjects, and school-related social issues, could be checked out. The school's monthly newsletter proved to be an effective forum to announce the new resources to parents. Through an order form provided in the newsletter, parents could check out materials by mail and have them delivered to their homes. As a result of the program, there were more than 430 requests by parents for videos, books, and booklets; there was a 123% increase over the previous year in the number of parents who indicated that they had participated in a parent education event; and 87% of the parents indicated that the opportunities provided in the program were effective methods for obtaining information from the school. Appendixes include copies of surveys and forms used in the program. (ME)

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Increasing the Participation of Parents of Elementary School Students in Parent Education Activities through Development and Implementation of an Alternative Delivery System

by

Thomas Walker

Cluster 40

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A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Charles Johnston

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March 8, 1993
Date

This practicum report was submitted by Thomas Walker under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

12 March 1993
Date of Final Approval of Report

Roberta Wong Bouverat
Roberta Wong Bouverat, Ph.D., Advisor

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ABSTRACT

Increasing the Participation of Parents of Elementary School Students in Parent Education Activities through Development and Implementation of an Alternative Delivery System. Walker, Thomas, 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Parent Education/Parent Materials/Orientation Materials/Parent School Relationship/Elementary Education/Videotape Cassettes/ Outreach Programs.

This practicum was designed to increase the number of parents of elementary school students participating in parent education opportunities by developing and implementing a more convenient delivery system. During the project, two school-related videos were produced and more than 80 high-quality, free or low-cost parent education materials were secured. A parent resource lending library was established, materials were highlighted in the school newsletter and in a brochure developed by the writer, and procedures were established for parents to obtain materials without leaving their homes. In addition, the local newspaper and the district's cable television channel were utilized to deliver parent education.

Analysis of the data revealed that participation in parent education activities increased dramatically when opportunities were provided that could take place in the home. Videos were found to be particularly popular with parents, especially if the videos provided specific information about the school or ideas for helping the child at home.

Appendices include resource evaluation forms and information on organizations and companies that distribute free or low-cost parent education materials.

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Thomas Walker (signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The school in which this practicum project took place is located in a rural but rapidly developing section of a mid-size southern county. In its eighth year of existence, the school is one of 25 elementary schools in a county school system.

As a result of its attractive location and warm climate, the county's population has increased by almost 41% in the past ten years. Companies involved with fruit processing and boat manufacturing are two of the largest private employers. Other top employers include health care providers, due in part to a relatively high percentage of older residents. Services and retail trade are the largest industries, reflecting the area's heavy reliance on tourism.

Built to house 800 students, the school consists of five buildings on twenty acres. Most pairs of classrooms have a folding wall between them allowing for team teaching and flexible grouping. It is a modern, well-equipped facility where technology is used for instruction (e.g., computers, electronic keyboards) as well as for handling data and providing information.

Students in kindergarten through fifth grade attending the school are drawn from an area exceeding one hundred square miles that includes dairy farms, a migrant camp, a low-income apartment complex, and lower- to upper-middle class housing developments. The student population of 800 students is 88% White, 6% Black, and 6% Hispanic. Families of students attending the school are of varied socioeconomic levels with one-

third of the students qualifying for free or reduced-price meals. One-third of the students are from single parent homes.

The target group of the study consisted of the parents of all 800 students. The racial, socioeconomic, and family structure makeup of the target group reflected that of the entire school district.

The staff consists of a principal, an assistant principal, a guidance counselor, thirty classroom teachers, five teachers of exceptional students, a media specialist, and seven classroom aides. There are special area teachers for art, music, and physical education. Support services include a secretary and two clerks, a clinic aide, a half-time school nurse, five custodians and seven cafeteria workers.

The teaching staff has an average of 12 years experience. Due to growth of enrollment and teachers leaving for various reasons, an average of six new teachers have been hired each year. While only 34% of teachers at the school hold masters degrees, all staff members regularly participate in extensive inservice training programs.

The school has an active parent teacher organization that raises money to support school programs and sponsors monthly parent "coffees." An advisory council participates in school improvement activities by discussing goals, objectives, and problems, and by having representatives work with staff members addressing such concerns as student discipline. Parent, student, and community volunteers contribute more than 6000 hours of their time each year to the school.

Writer's Work Setting and Role

As principal of the school since it opened, the writer has had the opportunity to select most of the staff and to be involved in shaping the philosophy, goals, and procedures by which it operates. Although not officially designated as a "site-based decision making" school, staff members and parents are becoming more involved in

decisions impacting children and programs.

The writer has been principal of three different schools during the past twenty years. Prior to becoming an administrator he worked as an itinerant elementary and middle school art teacher. Educational background of the writer includes a Bachelor of Arts Degree in Advertising Design, a Master of Science Degree in Education Administration, and an Educational Specialist Degree in Curriculum and Program Evaluation.

As principal, the writer has been involved with innovative programs such as open education, team teaching, non-graded programs, cooperative learning, interdisciplinary curriculum, responsibility training, and self-esteem development. He has served on many district-level committees including those concerned with reading program adoption, computer education, performance appraisal for principals and teachers, school based management, collective bargaining, Chapter I Reading, teacher aide inservice, facilities, and staff allocation. On the state level, the writer has served on committees on mathematics basic skills and standards of excellence.

Two months after implementation of the practicum project began, the writer accepted a district-level position as General Coordinator of Federal Compensatory Education. Responsibilities include coordination of Chapter I Basic and Migrant programs as well as English for Speakers of other Languages. With the support of the new principal, the writer continued to work closely with the school's staff and community in implementing the project.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The staff of the school has a strong commitment to parent involvement in the educational process, believing that quality home/school communication and parent education greatly increase parent efficacy. Since the school opened in 1985, 38 parent education workshops had been held on a variety of topics. Regardless of the time of day or day of the week provided, attendance was low at these workshops.

In order to make as much information available to parents as possible, new topics were provided each year and most workshop topics were not repeated. This resulted in parents of new students not having access to information presented at previous years' workshops. Further contributing to the problem of providing information about the school to new families were time and personnel limitations and the lack of a formal orientation program.

In brief, information needed for a better understanding of the school program and the needs of children in order to support the child's education was not effectively provided to most parents.

Problem Documentation

During the 1990-1991 school year, 221 new families with 301 students entered the school. At the beginning of the 1991-1992 school year, 137 new families enrolled 174 children. These figures represent an annual turnover rate of approximately one-

fourth of the families served by the school. Due to time and personnel limitations, only 10% of new families received a formal orientation to the school.

Of the 38 parent education workshops that had been provided, only two topics were presented each of the past seven years. Three topics were discussed at workshops during two different years and the remaining topics were presented during only one year (see Table 1).

Parent workshop records indicate that average attendance at daytime parent workshops was 25 while average attendance at evening workshops was only 35. This means that less than five percent of parents participated in each parent education activity.

Results of a parent survey on home-school communication administered in February of 1992 indicated that only 16% of the 380 respondents marked either daytime or evening school-based parent workshops as methods they found to be effective in obtaining information from the school (see Appendix A for survey format). As shown in Figure 1, survey respondents cited work schedule (53%), lack of time (36%), and lack of child care (26%) as the greatest barriers to their attending parents workshops at school.

Causative Analysis

For a variety of reasons such as single parent homes, both parents working, lack of child care, and lack of time, it had been difficult for many parents to attend parent education workshops and other activities at school. This had been the case for many parents whether activities took place during the school day or in the evening.

Since the school opened in 1985, most of the 38 parent workshops provided had been conducted by the curriculum specialist. Even with the large number of workshops offered, time and personnel limitations had made it impossible to repeat each workshop on a yearly basis. As a result, families new to the school did not have access to

Table 1

Parent Education Workshops Offered Since the School Opened

Topic of workshop	Number of workshops offered	Number of years workshops offered
Reading	10	7
Orientation to kindergarten	7	7
Mathematics	5	2
Report cards	3	1
Computers (5 sessions)	2	2
Music	2	2
How to give your child the best start in school	1	1
Child molestation and how to prevent it	1	1
AIDS Awareness	1	1
Self-esteem and character education	1	1
Responsibility training	1	1
Developing skills for lifelong learning	1	1
How parents can prevent drug use by the child	1	1
Children's oral hygiene	1	1
Legislative concerns	1	1
Total workshops provided	38	

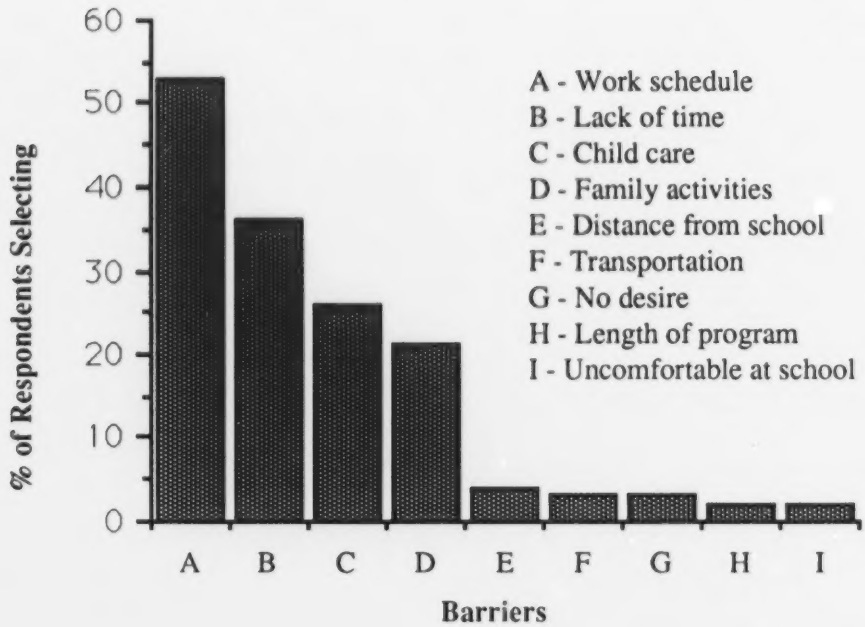

Figure 1. Percentages of parents citing specific barriers to attending parent education workshops at school

information made available during past years.

Another responsibility of the curriculum specialist had been to provide school orientation tours for new families. Due to revenue shortfalls, however, the position of curriculum specialist was eliminated and there was no one with the time or expertise to provide these services.

Parent workshops generally had been developed to meet needs perceived by school personnel. These topics may not have matched the needs of individual parents at the time they were presented.

Even if all parents were willing and able to attend workshops at school, the same activity would need to be offered on several occasions. There was no time or day of the week when most parents were available to participate.

Relationship of the Problem to the Literature

The difficulty schools face trying to provide parents with information needed to understand the school's program and what parents can do at home to help is well documented in the literature. Demographic changes, for example, make ongoing face-to-face communication with many parents problematic. Wetzel (1990) found that the number of single-parent households doubled in the past 20 years. At that rate, Wetzel projected, the majority of today's children will be raised for some time by single parents. These family structure changes have contributed to an increase in the percentage of mothers in the labor force with school-aged or younger children from 42 percent in 1970, to 56.6 percent in 1980, to 65.6 percent in 1988 (Hayghe, 1990).

The mobility of families with school-age children has increased. According to Lash and Kirkpatrick (1990), 19 percent of American school children moved during the past year and many of these moves occurred at inopportune times during the school year. Schools did not receive additional money to help with adjustment unless the children were classified as migrant.

Even if demographics did not make it difficult to provide parent education, the question of what information and advice to offer would remain. Bempechat (1990) perceived little agreement among educators as to what parent behaviors result in maximum school achievement by students.

Brantlinger (1985) and Watson, Brown, and Swick (1983) found that some parents do not care about their child's education due to a failure to see the value of education to their lives or to the lives of their children. Brantlinger pointed out that low-income parents often feel alienated and estranged from schools, and perceive their children as responsible for their own educational success. Olmsted (1991) pointed out that many parents do not see themselves as teachers of their children.

According to Clark (1983), an unwillingness or inability to learn how to help the child achieve in school can be attributed in part to parents' lack of efficacy. Hoover-Dempsey, Bassler, and Brissie (1987) found a lack of teacher efficacy to be strongly correlated with a low level of parent involvement.

Lareau (1987) stated that many parents, especially from the working class, do not have access to transportation, child care, or workplace flexibility and consequently cannot attend daytime activities at school. Even affluent parents, according to Thornburg, Hoffman, and Remeika (1991), are not always actively involved with their children's education due to concern with their own work and pleasure. Swap (1987) suggested that just as with professional opportunities made available to teachers, parents do not find every topic interesting or worthy of the sacrifices they must make to participate.

Coleman (1991) concluded that there has been a weakening of human and social capital that facilitates learning. This has been due to a transformation of the household from a place where both parents were home-based (the father farming and the mother home-making) to a place where both parents work away from the home.

In summary, changing demographics, attitudes, and family circumstances make it more difficult to provide educational activities for parents. This problem often is compounded by educators' lack of belief in their power to make a difference with children and lack of agreement on what educational activities for parents will help children be successful.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the writer is to increase the participation of parents of elementary school students in parent education activities by providing more timely and convenient opportunities.

Expected Outcomes

1. New families entering the school will receive information about the school and its programs as demonstrated by at least 75% of new families taking advantage of an orientation opportunity.
2. A method will be found to provide parents with specific information related to any aspect of their children's education whenever requested.
3. A method will be found to provide parents with opportunities for parent education that do not require their attendance at school.
4. There will be a 25% increase from the previous year in the percentage of parents indicating on a survey that they have taken advantage of a parent education opportunity.
5. Thirty-five percent of parents responding to a survey will indicate that parent education opportunities provided during implementation of the program were effective methods for obtaining information from the school.

Measurement of Outcomes

Success in providing information about the school and its programs to new families was determined by keeping a record of the number of new families who voluntarily participated in an orientation activity.

Detailed records of other parent education opportunities were kept to determine if they (a) matched topics requested by parents, (b) were promptly made available when requested by an individual or group of parents, and (c) were delivered in ways that did not require parent attendance at school.

The home/school communication survey administered in February of 1992 was revised to include parent education opportunities not previously provided. It was sent home to parents of all students upon completion of the practicum project and parents were asked to indicate whether they took advantage of each type of parent education opportunity. Questionnaires were sent home on a Monday and parents were asked to complete and return them to school on Friday of the same week. Results from the two questionnaires were compared to determine if there was an increase in the number of respondents who had taken advantage of a parent education opportunity.

An evaluation form (see Appendix B) was provided with selected parent education opportunities. Participating parents were asked to indicate whether the information provided was helpful and to suggest other methods or materials for parent education.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Information needed for a better understanding of the school program and the needs of children in order to support the child's education was not effectively provided to most parents. A review of the literature yielded a number of possible solutions to this problem.

One type of solution found in the literature was that of recognizing parents as educators and developing programs to increase their effectiveness as educators. Schaefer (1991) advocated making parents aware of the research on the influence of parental behaviors on child intelligence and achievement. Schaefer further recommended that educators involve parents in constructive, collaborative activities.

Stevenson and Baker (1987) also pointed out the importance of promoting the parent as educator. The authors found that for parents to help their children be successful in school, they need to be given knowledge about the educational program as well as resources to assist at home.

Rich (1988) found that in order for children to learn basic skills at school, they need to be taught a different set of skills at home. Called MegaSkills, these achievement-enhancing skills include confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving. Rich provided parents with activities to develop these skills that (a) relate to school learning but are not the same as work done at school; (b) are fun but with a serious purpose; (c) focus on one

part of a larger skill; and (d) are quick, easy, and have little or no cost.

Communication has been seen by many as the key to success with parent education. Cochran and Henderson (1986) advocated emphasizing positive communication with parents to help them see the importance of their role and introducing families to each other to build support networks.

To attract parents to educational activities, Lueder (1989) recommended that the school let parents know how they will benefit from the experience and that the school values the help that parents can provide. In contrast to this approach, Roberts (1989) recommended inviting parents to visit the classroom and modeling positive reinforcement techniques.

Binford and Newell (1991) reported positive experiences with Ira Gordon's model of parent education which utilizes a parent educator who makes home visits and provides parents with home-learning activities related to classroom instruction. Bradwell, Raines, and Rogan (1982) discussed the merits of a community education coordinator to perform such tasks as making home visits, providing "town hall" meetings with parents to discuss educational issues, and conducting classes for parents on parenting skills and how to support the child's education at home. Berger (1991) argued that these classes should teach parental responsibilities and be directed at parents of preschoolers.

The literature provided a number of additional recommendations for reaching and meeting the needs of specific groups of parents. In order to provide for mobile families, for example, Newman (1988) suggested that schools develop materials for parent education and initiate activities that welcome newcomers.

Lindle (1989) found parents to be more receptive when schools recognize and provide for the needs of working parents. Materials developed by the school to briefly describe individual programs were found by Pierce and Petty (1989, December) to be of great assistance to these busy parents.

Kristensen and Billman (1987) discussed successful parent education programs that (a) provide activities for both parents and children at different times of the day and evening, (b) operate resource libraries that include educational toys and books on parenting, and (c) reach the difficult to reach through television shows and weekly newspaper columns. Bobbitt and Paolucci (1986) suggested the mass media as a way to become involved with family learning while respecting the privacy and self-reliance of the family.

Toomey (1986, February) provided a good summary of the literature by stating that schools must provide parents with advice on a variety of topics using multiple, non-routine methods. These methods might include home visits, television, radio, newspapers, and videos, as well as providing activities in such places as churches and the workplace.

In addition to those recommended in the literature, a number of other ideas appeared to have merit. Videos might prove to be a relatively inexpensive and effective method of explaining school programs and of giving parents suggestions for helping children at home. These videos could be made available for checkout by parents and could be shown over the district's cable television station. Results of the February, 1992 parent survey on home/school communication indicated that 96% of respondents owned a video cassette recorder and 66% subscribed to cable television.

A school orientation video could be produced to help acclimate new families to the school. The video could be made available to families to watch while completing student registration procedures.

The school's monthly newsletter had been found by parents to be the most effective method of obtaining information from the school. The newsletter could be used to provide information on specific academic programs, parenting tips, suggestions for family outings, and recommendations for television viewing.

Many organizations provide information for parents on a variety of topics. These materials could be collected and other parent education materials produced. A resource library for parents could be developed to house and disseminate videos, books, and other parent education materials.

Description of Selected Solution

Even though the school's staff attempted to provide a limited number of parent education workshops at school, the loss of the school's curriculum specialist necessitated providing alternative methods for disseminating information to parents. Free and low-cost print and non-print parent education materials were located and acquired to meet needs identified by parents and staff. When possible, multiple copies of materials were obtained.

A school orientation video was developed to show to new families when children were enrolled in the school. Additional videos and print materials were developed to help parents better understand the school and how to help children at home.

A parent education library was established in a small room near the school office to house all materials. New families were encouraged to use the room to complete registration forms and to view the orientation video. All parents were invited to visit the library and to borrow materials of interest. Materials were sent home to parents upon request.

In order to publicize the library, names and descriptions of newly acquired materials for parents were published in the school's monthly newsletter. A brochure listing all available materials was developed and made available to parents and staff. Teachers were encouraged to become familiar with the materials available in the parent education library and to recommend specific materials to parents seeking assistance.

Report of Action Taken

Prior to implementation, results of the home/school communication survey were analyzed to determine topic priorities for materials to help parents. In addition, a meeting was held with the school's staff to discuss the development of a parent education library and to solicit suggestions for topics and materials to include.

A literature search was conducted by the writer to identify available parent education materials as well as organizations concerned with education and families. As a result of this and subsequent searches, 65 organizations and companies were contacted by letter during the implementation period requesting information on and samples of available materials. (See Appendix C for a list of organizations that make available free and/or low-cost parent education materials.) Additional materials were obtained by the writer by contacting district support personnel such as subject-area supervisors, exceptional child coordinators, guidance personnel, parent educators, and health professionals.

An evaluation form was developed to aid in the determination of the quality, appropriateness, and affordability of located materials (see Appendix D). As samples arrived, materials were given along with evaluation forms to one or more persons in the district with expertise in the subject or subjects being addressed. Appropriate, affordable materials deemed to be of high quality were ordered for inclusion in the parent library.

In addition to locating and acquiring materials, the writer and school staff developed two videos to aid families. One provided an orientation to the school while the other helped parents assist students with school science fair project preparations.

School Orientation Video

A video release form was sent home with all children in the school explaining the orientation video to be developed and asking for parents' permission for children to be videotaped. There was a 95% positive response rate with the remaining forms either not returned or permission denied. Several parents denied permission to videotape because the child was either a foster child or adopted.

A teacher with television experience agreed to help the writer with development of the video by serving as director. It was decided to utilize children, teachers, staff, and parents in the video, as well as footage of classroom activities and special events.

The format selected was a video tour of the school conducted by students. Teachers were asked to nominate three students per grade level for speaking parts who were confident, articulate, expressive, good representatives of the school (e.g., appearance, dress), and would understand if not selected to appear or did not appear in the final version of the video.

The writer as producer and the director met with the children who were nominated and interviewed them on camera. Students were asked to tell a joke or story and selection was based on how articulate, expressive, and natural each child appeared on camera. It was later discovered when actually filming the selected students for the video that initial impressions were not always correct. Students tended to respond differently when taking direction and acting with a prepared script than when telling a story of their own choosing.

Equipment utilized for the video included a Super VHS camera, additional free-standing lighting, and wireless microphones. Footage of special activities was already on file that had been videotaped with regular VHS video cameras.

Based upon previous tours of the school, questions asked by parents, and topics suggested by members of the school advisory council, a list was made of all aspects of

the school program that might be of interest or concern to new families. This list became the basis for a rough script that was used as a guide during videotaping.

Videotaping took place over a five day period. All scenes were shot at least three times from different angles. In order to keep the lighting, color, and quality as consistent as possible, footage from the school's video library was used only to show one-time events that occurred at other times during the school year.

Even though parents had allowed most students to appear in the video, it proved difficult working around students who could not be videotaped. This was especially true when videotaping crowd scenes such as lunch in the cafeteria, dismissal, and the loading of school buses. Footage of these activities was viewed before inclusion in the final video to try to determine if any students could be recognized who did not have permission to participate.

Technical problems arose and adjustments were made as videotaping progressed. Lighting was a constant concern. Outside taping had to be scheduled at times when the sun would not be behind the subject or cast shadows on the subject. Artificial lighting was almost totally ineffective outside, even when used in an area shaded by the building.

Indoor taping required utilizing three stand-alone key lights designed specifically for videotaping, positioning one on each side and one behind the subject. On the first day of taping one of the lights fell over breaking the bulb. Since it was impossible to quickly obtain a new bulb, other less suitable lighting had to be located and utilized.

Initial attempts to videotape the exterior of the school were unsuccessful due to distances between buildings and landscape elevations in front of the facility. The problem was solved by borrowing a "bucket truck" from the fire department and panning the camera from 65 feet in the air.

Nineteen different locations were videotaped during the first day; however, the second day progressed much more slowly. Videotaping students giving a tour of the

school turned out to be a very time-consuming and tedious process. For each scene it was necessary to explain to the students what to say, model both words and actions, and provide time for practice before doing several takes. While it would have been much easier to find two students who worked well on camera and to use them throughout the video, the use of students of various ages to explain activities at their own grade level added interest to the video. The teacher directing the video did an excellent job of making the students feel comfortable and relaxed, modeling for them, and developing creative, humorous scenarios.

In order to provide variety and to give parents a feeling for the quality of instruction, teachers were asked to discuss subject areas or grade level activities on camera. The writer sat off camera and interviewed teachers individually. By focusing on the writer instead of looking into the camera, teachers were able to relax and concentrate on answers to the questions being asked. Passion for teaching and knowledge of subject matter was evident in each teacher interview.

In addition to teachers, a parent who was very involved in the school was interviewed for the video. She was asked perceptions of the school, how she had become involved, and what parents could do to help. Having a parent talking to other parents was an effective way to end the video.

After videotaping was completed, the editing process began at the district's Instructional Materials Center. The first step was to transfer all of the video to the M2 format utilized by the district's editing equipment.

Since the video had not been shot in the order it would finally appear, an entire day was devoted to locating and sequencing video clips. During this process it was discovered that due to technical problems while taping, there was no usable footage of reading instruction and that an entire grade was not represented. Appropriate supplementary footage had to be located in the school's video library since the Super

VHS camera was no longer available.

As videotaping and editing progressed, so did the script. The writer viewed the edited tape, made a list of individual segments, and timed sections needing narration. In addition, the most informative portions of teacher and parent comments on individual subjects or topics were selected. These clips were placed throughout the video, usually following classroom footage showing the topic being discussed.

Writing the narration, a critical element to tieing together all of the video elements, proved to be a challenging task. Each part of the narrative had to be written to the exact length of the footage being discussed, and had to effectively lead in to the next segment (such as a comment by a teacher on a specific topic). In addition, language and terminology had to be used that was understandable by all parents. A thorough understanding of all aspects of the school's program was found to be necessary in order to clearly and succinctly explain the program on video.

Using a computer connected to the editing equipment (a character generator), names and titles were superimposed on images of the parent and teachers speaking on the video. Titles were added to the beginning and credits, including names of all involved, were placed at the end. Title cards were added to signify the beginning of each section. The entire video was then re-edited, which involved removing lengthy footage and replacing footage that did not work well with the rest of the video. In order to tie the video together, generic music was recorded where there were titles, title cards, a lack of background noise, or narration.

During the making of the orientation video, the writer changed jobs and a new principal was appointed. The introduction to the video had to be retaped featuring the new principal and then edited into the final version.

On the final day of editing, the writer, director, and technical assistant spent nine hours taping and adding the narration. This involved rewriting several sections to match

the time available and changing the sequence of school activity segments to work better with the narration as written. It was difficult to shorten a segment of narration and still have it lead into the following section, but some sections were actually improved by removing verbiage.

This was a complicated video with a number of components, making assembly a very complex task. Narration was used to weave together the acting of children, teacher interviews, and candid footage of school activities. Music further unified the video by providing background for narration and classroom activity, transitions between sections, and accompaniment for introductory and concluding graphics. Titles, credits, and graphics identifying teachers speaking on the video also were edited into the final version. This complexity, along with the professional voice of the director (who had once worked as a radio announcer) as narrator, gave the video a professional quality.

The final video, although only 18 minutes in length, required five days to film, four days to edit, and many additional hours of writing narration, locating footage of special activities, and discussing specific needs with faculty and parents. While a school might not possess the time, expertise, or equipment necessary to produce a video of such complexity, the general format utilized would be appropriate for a basic school orientation video (see Appendix E).

Science Fair Video

Each year the school's staff had revised the printed materials to be sent home with fourth- and fifth-grade students concerning how to conduct experiments and prepare displays for the school science fair. In attempting to provide as much information as possible for children and parents, the printed material had become quite lengthy. During the previous year, a tri-fold brochure had been prepared that attempted to simplify the process and decrease the amount of paper being sent home. While this brochure

accomplished its intended purpose, much of the background information parents might need had been eliminated.

The video, How to Prepare for the Science Fair, was an attempt to compliment the brochure by showing parents and reinforcing to students (a) how to conduct an experiment using the scientific process, and (b) how to prepare a display that communicated to others what had been done.

This video presented a completely different set of challenges from the orientation video. Since a specific series of steps involved in carrying out an experiment had to be demonstrated, it was necessary to write the entire script prior to any videotaping taking place. All materials and other props had to be gathered so that videotaping could be accomplished in one day using the studio of the Instructional Materials Center.

In order to fund this production, the fourth- and fifth-grade science fair representatives applied for and received a minigrant of $300.00 from the district's education foundation. Most of the money was used to provide substitutes so that these two teachers could participate in the videotaping and editing. With the remaining funds 50 blank tapes and plastic tape boxes were purchased.

Two days were required for the teachers to write a script that would demonstrate the development of a science project from conception through completion, including the following steps: (a) deciding on a topic, (b) formulating an hypothesis, (c) determining needed materials, (d) establishing a procedure, (e) observing and recording data, (f) determining and graphing results, (g) drawing conclusions, and (h) completing the project notebook and display. The writer edited the script, assisted in preparation of the dialog for display on a teleprompter (for use by the teachers during taping), and provided direction and technical assistance during taping of the video.

In order to help parents and students understand the value of science projects, the district's science supervisor was asked to appear in the video. He explained the skills

developed through completion of a project and summarized the value of using the scientific method as a thinking tool for problem solving.

Utilizing a chromakey process, still shots of students and projects from a previous science fair were superimposed over the background. One of the teachers then used these projects to illustrate specific points concerning construction of a display.

It was suggested by the writer that this video would be appropriate for parents and students from all schools and could be delivered to families over the district's educational television station. For this reason, two endings were produced with the one for the school's use asking parents to complete an evaluation of the video.

After the science fair video was completed, the teachers obtained a donation of an additional 50 blank tapes and cases. Using these tapes and those received earlier, 100 copies of the video were produced and sent home with all fourth- and fifth-grade students during the two months prior to the school's science fair.

The writer held discussions with the district's science supervisor, instructional television staff, and elementary school principals concerning the possibility of providing this information to parents of all elementary school students. Due to a shortage of funds, it was not possible to have personnel available in the evenings (when most parents would be available for viewing) to show the video over the district's cable television channel. Instead, copies of the video and the brochure were offered to schools to use with parents and students. At least five schools took advantage of this opportunity.

Promotional Activities

In order to help promote resources to parents, the parent library was named the "Parent Education Aids Kids' Performance" ("P.E.A.K. Performance") room. This name appeared on all correspondence with parents concerning available materials.

According to the home/school communication survey, 88% of respondents listed

the school's newsletter as one of the most effective means of obtaining information from the school. For this reason the monthly newsletter became the primary vehicle for promoting the availability of parent education materials.

Beginning with the first newsletter of the school year, the writer composed a "Parent Education Aids Kids' Performance" page for each issue (see Appendix F for example). September's issue gave the rationale for this change in delivery of parent education, introduced the new school orientation video, and gave parents a "1-800" number to call for the "Learning Line", a service of the American Federation of Teachers.

On the final day of the month, the writer spoke to 30 parents at a Homeroom Parent "Coffee" to promote use of the materials that had been ordered or developed. An annotated list of all materials was given to each parent attending. The school orientation video was shown and each parent was given a free copy of the 20-page booklet, Parents and Kids Reading Together (D.C. Heath and Company, 1988). Later that day the writer met with the school's team leaders to discuss procedures for sending home this booklet to other parents who requested it.

October's issue of "P.E.A.K. Performance" promoted a presentation by a nationally-known parent educator, highlighted several available books and videos, and included a coupon that could be returned to request that materials be sent home. In order to get parents used to the idea of requesting materials, free copies of the booklet, Parents and Kids Reading Together, were sent home to the first 300 parents who returned the coupon. As a result of this promotion, 225 booklets were sent home and 34 requests were received for specific books and videos. In order to meet the demand for videos, additional tapes were made available of those that could be copied.

In conjunction with this project, the guidance counselor and the teacher of the educable mentally handicapped began a series of monthly parent meetings. These meetings addressed the special needs of parents of handicapped children and covered

such topics as parenting skills, treatment of siblings, health problems, emotional problems, and helping the child at home with academics. With the help of a minigrant of $350.00 from the district's education foundation, 29 books were purchased and added to the P.E.A.K. Performance room. At the first evening meeting, parents were taken to the P.E.A.K. Performance room, shown the resources, and given direction as to how to checkout materials. There were 18 in attendance at this meeting representing 8 of 13 EMH students.

The majority of respondents to the initial parent survey (51%) had requested additional information on how to help a child at home. One of the most useful sets of materials located to assist parents in this area was the video and booklet entitled The Little Things Make a Big Difference (National Association of Elementary School Principals & World Book Educational Products, 1991). The video shows ways parents can help reinforce self-esteem; develop good routines and work habits; support education and academics at home; assure participation in stimulating activities; emphasize language development; and maintain high, yet realistic, academic expectations. The booklet further defines each recommendation and suggests no-cost, common-sense activities for parents to use.

In addition to reproducing multiple copies of the video and booklet for the P.E.A.K. Performance room, the writer worked with local businesses to make the information available to the entire community. An agreement was negotiated between a national video rental company (that provides "free rental" of The Little Things Make a Big Difference as a public service) and the local newspaper to publish activities provided in the booklet for each recommendation. A different section of the brochure appeared in the newspaper each Tuesday and Thursday during the month as an advertisement for the video store. The advertisement also encouraged parents to view the video which was shown over the school system's cable television channel three times a day each day that

information from the brochure appeared in the newspaper. To further promote the material to parents, the writer met with the elementary school principals, provided information to include in monthly newsletters, and offered copies of the video. Six principals subsequently requested a copy of the video to make available to parents.

The National Association of Elementary School Principals and World Book Educational Products also have produced a Spanish language version of The Little Things Make a Big Difference booklet. The Spanish language version was reproduced and made available by the writer to Hispanic families throughout the district. Both English and Spanish versions were provided free to interested parents at a family literacy day promotion at the local shopping mall.

Highlighting all of the P.E.A.K. Performance materials in the school newsletter proved to be an impossible task. To solve this problem, the writer developed a brochure listing all available resources and explaining how the materials could be obtained by parents. Listed and described were 83 books, booklets, videotapes, brochures, magazines, and audiotapes. Books were grouped according to the following topics: parenting, single parenting, communicating with your child, help with learning, problems and opportunities, exceptional children, especially for Black parents, and especially for Hispanic parents (materials in Spanish).

The November P.E.A.K. Performance page explained the newspaper and cable television availability of The Little Things Make a Big Difference, promoted the materials brochure, and provided a coupon for parents to request materials and/or the P.E.A.K. Performance brochure. In addition to providing the brochure to the 127 parents who requested it, copies were given to staff members so that specific materials could be recommended to parents requesting assistance.

A display of P.E.A.K. Performance materials was set up at the school's Parent Teacher Organization meeting and parents were encouraged to checkout and take

materials home. While only five videos and two books were checked out, a number of the free brochures were taken.

The most successful method of encouraging parents to request materials was the half-page coupon in the December school newsletter. This coupon listed and described each of the nine available videos and allowed parents to order a video simply by checking the box next to the title. As a result of this coupon, 83 videos were requested during the month.

The writer obtained 800 free copies of the booklet Growing Up Drug Free: A Parent's Guide to Prevention (U.S. Department of Education, 1990). The booklet was highlighted in the school newsletter and sent home to parents of each student.

Several parent evaluations of the mathematics video had indicated that it did not give specific information on how parents could help children at home. A brochure listing home learning activities was located to compliment the video and given to any parent requesting information on mathematics. A letter was sent to each parent who had previously viewed the video with a free copy of the brochure included.

With the increase in requests for materials came a realization that many of the books and videos sent home were not being returned promptly. This was particularly a problem when only one copyrighted copy of a popular video was available. A reminder form was developed and sent home as needed and follow-up telephone calls were made if no response was received.

The January page in the newsletter promoted the science fair project video and many of the free brochures available in the P.E.A.K. Performance room. Copies of the science fair video were made available to other elementary schools in the district for use with parents and children.

In February, the final P.E.A.K. Performance page was included in the school newsletter. A coupon was provided for parents to request booklets on self-esteem,

responsibility, and talking and listening to children, as well as the P.E.A.K. Performance materials brochure. Parents were reminded to return borrowed materials promptly so that others might borrow them and notified that a questionnaire would be sent home during the month to evaluate the entire parent education program.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The goal of this practicum was to increase the participation of parents of elementary school students in parent education activities. By establishing an alternative delivery system that provided more timely and convenient educational opportunities, the writer believed that parents would be more likely to participate.

Objective 1: New families entering the school would receive information about the school and its programs as demonstrated by at least 75% of new families taking advantage of an orientation opportunity.

Of the 72 families who enrolled children after the orientation video was completed, 60 families (83%) viewed the video as part of the registration process.

Objective 2: A method would be found to provide parents with specific information related to any aspect of their children's education whenever requested.

A parent education resource library was developed that included more than 80 different books, booklets, videos, brochures, magazines, and audiotapes. Suitable materials were located for all of the topics most requested by parents on the initial home/ school communication survey, with the exception of computer education. Materials were sent home on the day the request was received unless the only copy of a particular title had not been returned by the previous borrower.

Objective 3: A method would be found to provide parents with opportunities for

parent education that did not require attendance at school.

Procedures were established for parents to request materials to be sent home with children. A brochure was developed listing available resources and materials were highlighted in the school's monthly newsletter. As shown in Table 2, there were 140 requests by parents for videos, 29 requests for books, and 265 requests for booklets. In addition, the science fair project video was sent home to 250 families and the district's cable television channel and the local newspaper were utilized to deliver parent education directly to the home.

Objective 4: There would be a 25% increase from the previous year in the percentage of parents indicating on a survey that they had taken advantage of a parent education opportunity.

Only 111 of 380 respondents to the initial survey (29%) had indicated that they had participated in parent education opportunities during the 1990-1991 and/or 1991-1992 school years. Of the 265 parents completing the survey following implementation, 248 or 94% indicated that they had participated in parent education during the project implementation period. This represented a 123% increase in the number and a 224% increase in the percentage of respondents indicating that they had participated in parent education activities.

Objective 5: Thirty-five percent of parents responding to a survey would indicate that parent education opportunities provided during implementation of the program were effective methods for obtaining information from the school.

Of survey respondents, 87% indicated that opportunities provided were effective methods for obtaining information from the school.

In addition to completing the home/school communication survey, parents were asked to complete an evaluation form each time they viewed a video or read a book or booklet. Of the 191 evaluation forms completed and returned, 96% indicated that the

Table 2

Parent Education Materials Provided to Parents

Materials provided and method of delivery	Number
Families viewing the school orientation video when first enrolling their child	60
Parents viewing the school orientation video at a Parent "Coffee" and receiving the booklet Parents and Kids Reading Together	30
Videos requested by parents to be sent home	140
Books requested by parents to be sent home	29
Booklets requested by parents to be sent home	265
Number of times that sections of The Little Things Make a Big Difference booklet were published in the local newspaper	7
Number of times that The Little Things Make a Big Difference video was shown over cable television	24
Growing Up Drug Free: A Parent's Guide to Prevention booklets sent home	800
How to Prepare for the Science Fair videos sent home	250

materials had been helpful.

Discussion

With the increased emphasis on parent involvement, more and better quality parent education materials are being developed. While some free resources are available, many materials, especially videos, are quite expensive and cannot be reproduced. It is important to locate free, low-cost, or reproducible materials as the lack of multiple copies of a resource can delay response to a parent's request and possibly result in a loss of interest.

During the project implementation, videos proved to be a much more effective vehicle than books or other printed material for increasing participation in parent education. Parents were much more likely to request and view a 15 to 20 minute video than to invest the time and effort necessary to read a book.

The most successful method of facilitating participation in parent education implemented in this project was to provide for individual viewing of a particular video by an entire group of parents. This was accomplished in two ways: (a) by playing the orientation video while parents registered a new student, and (b) by sending a video related to a homework assignment (the science fair project) home with each child. Parental interest in viewing these two videos was enhanced by the fact that the videos were specifically related to the school the children attended.

Of the 99 parents who returned an evaluation of the science fair project video, 98 indicated that the video was helpful with 39 of these parents taking the time to add favorable comments. Even parents who did not own a videocassette recorder made a special effort to watch the science fair project video in order to help their child.

Even though the P.E.A.K. Performance room was available at all times during the day, parents rarely came to school specifically to checkout materials. The most effective

method developed to encourage parents to request materials was to provide a coupon with a partial list (e.g., all videos or all materials on a particular topic) in the school newsletter and require parents only to check the box next to any resources desired. Keeping the process simple and requiring as little work on the part of the parent as possible proved to be the key to success.

When using this method of distributing materials, it is important to provide a mechanism for parents to request additional materials after the initial coupon has been returned. One method would be to include another coupon or list of materials with each resource sent home.

In order for a parent education resource library to be of maximum benefit, efforts must be made to familiarize teachers with the materials and encourage them to recommend specific resources to parents. The guidance counselor, for example, reported making good use of a brochure that gave parents tips on helping a child learn self-control.

With the availability of video cameras, producing a school-specific video such as an orientation for new families, is well worth the time and effort. All 43 of the orientation video evaluations completed by parents were positive. Comments on these forms indicate that parents enrolling a child in school appreciate reassurance that their child will be safe, happy, and in a good learning environment. As one parent responded on the evaluation form:

> It lets the parents know that there's not much to worry about. I don't have to wonder if the kids will like it at this school now because in the video it shows a lot of things that I know my kids love to do. The school also seems to have a great teaching staff. I feel my kids will learn a lot.

When producing the school orientation video, it should be kept in mind that this medium cannot provide all of the information about the school, including policies and procedures, that any parent may want or need. Comments on orientation video

evaluations indicate that the focus during development should be on creating impressions of the school's program and environment rather than on delivering a plethora of specific information.

The use of a variety of components such as comments by students, staff, and parents; candid footage of every-day and special activities; music; narration; and graphics help to make an orientation video more interesting and potentially more professional appearing. One should keep in mind, however, that the more components a video has the more complicated it will be to assemble.

Both the orientation and science fair videos were made possible by encouraging teachers to use creative abilities, by supporting teachers' efforts, and by building on interests and strengths. Even though science fair information was not one of the highest priorities mentioned by parents in the home/school communication survey, it was a need identified by the staff and one that could be met by building on the enthusiasm of certain teachers. This is a much more effective approach than asking someone to do a video on a topic that holds little or no interest to the individual.

Increasing participation in parent education activities requires the provision of relevant information, convenient opportunities, and constant promotion. Had the writer worked at the school during the entire implementation period, promotion would have been continuous and probably more effective. It would have been easier to establish daily routines for making resources available to parents and to provide follow-up when materials were not returned promptly.

Even with continuous promotion, only a limited number of parents will take advantage of such parent education opportunities. While more were reached because materials were sent home, many still did not participate.

Recommendations

1. Locate materials that are either inexpensive enough so that multiple copies may be purchased or that grant permission to reproduce. When a parent makes the effort to request materials, the materials need to be readily available.

2. Designate one person in the school to be responsible for handling checkout and return of materials and follow-up with parents when materials are not promptly returned.

3. Utilize as many vehicles as possible (e.g., resource libraries, television, newspapers, workshops) to provide parent education. No one method of delivery will reach all parents.

4. Provide constant promotion. Parents have many demands on their time and attention and need reminded often of the importance of learning how to better help their children.

5. If planning to produce videos involving students, include a request for parents' permission on the student registration form. This will save time, effort, and record keeping when the time arrives to videotape.

6. When producing a video, keep in mind that students and adults who participate develop an ownership of the video. Provide them with a copy of the final product to share with friends and relatives.

7. Explore the use of television as a medium for reaching parents. Many school districts now have their own television studio and cable channel and are looking for quality programming.

Dissemination

The results of this project were shared with the faculty and staff of the school where implementation took place. Teachers were encouraged to continue utilizing the

parent library as a resource when working with parents on ways to support and enhance children's education.

The school orientation video will be shown at a meeting of all elementary school principals and the making of the video will be discussed. Copies of the P.E.A.K. Performance materials brochure will be distributed, procedures and results described, and questions answered.

In future years the science fair project video will be made available to parents and students throughout the district over cable television to help in preparations for school science fairs. The teachers who wrote the script and starred in this video will apply to present it at state and national science teachers' conferences.

The Chapter I Program has a strong emphasis on parent education and involvement. In the writer's new role as General Coordinator of Federal Compensatory Education, there will be many opportunities to utilize materials located and procedures found successful in the delivery of parent education.

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APPENDIX A

HOME/SCHOOL COMMUNICATION SURVEY

Home/School Communication Survey

Studies have shown that the more parents are informed about and involved in their child's education, the better the child will do in school. For this reason, we are always looking for more effective ways to communicate with parents concerning individual student progress and the instructional program.

Attendance at parent workshops has varied greatly in the past indicating that large groups of parents are not always being reached. Please help us determine how we might better communicate with you by completing and returning this survey by Friday, February 21.

1. What methods have you found most effective in obtaining information from the school? (Check all that apply.)

___ Monthly newsletter
___ Daytime parent workshops
___ Evening parent workshops
___ PTO meetings
___ Parent/teacher conferences
___ Weekly Progress Reports
___ Mid-term Progress Reports
___ Report Cards
___ Student work sent home
___ Telephone calls
___ Other (please list) _____

2. Have you attended any parent workshops (informational meetings on a specific topic) in the past two years?

___ Yes ___ No

If so, which ones?

___ Chapter I
___ Children's Oral Hygiene (Parent Coffee)
___ Literature-based Reading/Language Arts Program (Parent Coffee and/or evening)
___ Mathematics - Grade 3 (evening)
___ Mathematics - How to Help Your Child at Home (Parent Coffee)
___ P.A.W.S. - self-esteem and character education program (Parent Coffee)
___ Report cards (Parent Coffee and/or evening)
___ Yamaha's Music in Education Program - using electronic keyboards (Parent Coffee)
___ Other (please list) _____

3. What are the barriers to your attending parent workshops at school?

___ Transportation
___ Work schedule
___ Distance from home to school
___ Child care
___ Other family activities
___ Lack of time
___ Length of program
___ Feeling uncomfortable at school
___ No desire
___ Other (please list) _____

4. When are you available to come to school for parent workshops?

___ Before school (8:00 a.m. - 9:00 a.m.)
___ During the school day (9:00 a.m. - 3:00 p.m.)
___ After school (3:00 p.m. - 4:00 p.m.)
___ Evenings (7:00 p.m. - 8:00 p.m.)

5. About which areas would you like more information?

___ art
___ citizenship education (behavior, responsibility training)
___ computer education
___ drug education
___ guidance/counseling
___ health education
___ how to help my child at home
___ mathematics
___ media center (library)
___ music
___ physical education
___ problem-solving and decision-making skills
___ reading/language arts
___ reading to my child at home
___ report cards
___ science (science fair projects, etc.)
___ social studies
___ study skills and work habits
___ writing
___ other _____

6. Please help us determine if there are other ways of reaching parents by completing the following questions.

Do you have a VCR (video tape recorder) at home?

___ Yes ___ No

Would you be interested in viewing school-related videos if they were available at no charge?

___ Yes ___ No

Do you have cable television?

___ Yes ___ No

Would you watch school-related programs if provided over cable television?

___ Yes ___ No

APPENDIX B

PARENT EDUCATION MATERIAL/PROGRAM EVALUATION FORM

Parent Education Material/Program Evaluation

Please help us determine whether the methods and materials being used to provide educational information to parents are beneficial. Complete the information below and return this form to the school office.

1. Type of informational material or program

_____ Video
_____ Book
_____ Pamphlet
_____ Workshop
_____ Other _____

2. Title

_____

3. Did you find the information to be helpful?

_____ Yes _____ No

4. Why or why not?

_____
_____
_____
_____
_____

5. Do you have any suggestions for other methods or materials for parent education?

_____
_____
_____
_____
_____

APPENDIX C

ORGANIZATIONS AND COMPANIES PROVIDING FREE OR LOW-COST PARENT EDUCATION MATERIALS

Active Parenting Publishers
810 Franklin Court, Suite B
Marietta, GA 30067

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001

American Library Association
50 E. Huron Street
Chicago, IL 60611

Center for Early Adolescence
Carr Mill Mall, Suite 223
Carrboro, NC 27510

Center for Research on Women
Wellesley College
Wellesley, MA 02181

Appliance Information Service
Whirlpool Corporation
P.O. Box 405
St. Joseph, MI 49085

Center on Families, Communities, Schools and Children's Learning
(also called Center for Social Organization of Schools)
Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218

Channing L. Bete Co., Inc.
200 State Road
So. Deerfield, MA 01373-0200

Childswork/Childsplay
Center for Applied Psychology, Inc.
P.O. Box 1586
King of Prussia, PA 19406

Consumer Information Center-2D
P.O. Box 100
Pueblo, CO 81002

D. C. Heath and Company
125 Spring Street
Lexington, MA 02173-9911

Home and School Connection
1717 Commonwealth Drive
P.O. Box 1337
Front Royal, VA 22630

The Home and School Institute
1201 16th Street NW
Washington, DC 20036

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

International Reading Association
P.O. Box 8139
Newark, DE 19714-8139

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234

Medic Publishing Co.
P.O. Box 89
Redmond, WA 98073-0089

National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483

National Black Child Development Institute, Inc.
1463 Rhode Island Avenue, NW
Washington, DC 20005

National Council of Jewish Women
15 E 26th Street
New York, NY 10010

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091

National Education Association Professional Library
P.O. Box 509
West Haven, CT 06516

National Science Teachers Association
1742 Connecticut Avenue, NW
Washington, DC 20009-1171

National PTA
700 North Rush Street
Chicago, IL 60611-2571

Office of Educational Research and Improvement (OERI), Dept. EIB
555 New Jersey Avenue NW
Washington, DC 20208-5641

Paperbacks for Educators
426 West Front Street
Washington, MO 63090

The Parent Institute
P.O. Box 7474
Fairfax Station, VA 22039-7474

Parents Without Partners
8807 Colesville Road
Silver Springs, MD 20910

Reading is Fundamental
600 Maryland Avenue, SW, Suite 500
Washington, DC 20560

Getty Trust Publications
Distribution Center GCEA10G
P.O. Box 2112
Santa Monica, CA 90407-2112

Paperbacks for Educators
426 West Front Street
Washington, MO 63090

APPENDIX D

FORM FOR PROFESSIONAL EVALUATION OF APPROPRIATENESS, QUALITY, AND AFFORDABILITY OF PARENT EDUCATION MATERIALS

Evaluation of Appropriateness, Quality, and Affordability of Parent Education Material

1. Name: _____

2. Type of material (circle): video book brochure booklet (__ pages)

   other _____

3. Cost: _____

4. Which area(s) of the child's development is addressed? (circle all that apply)

   social emotional physical academic _____
   (subject or subjects)

5. Intent of the material:
   - ___ information about school program
   - ___ how parent can help at home with _____
   - ___ information on exceptional children
   - ___ political action
   - ___ other _____

6. If dealing with a specific subject, how closely does the information provided parallel the school's curriculum or methods of delivery?

   very closely not at all

   5 4 3 2 1

7. If similar materials are available, compare according to:

	much better				much worse
information	5	4	3	2	1
presentation	5	4	3	2	1
price	5	4	3	2	1

   List materials to which this item is being compared: _____

8. Overall evaluation of this material:

	excellent				poor
information	5	4	3	2	1
presentation	5	4	3	2	1
price	5	4	3	2	1

9. Synopsis of content:

10. Comments:

Name of Evaluator _____ Date _____

APPENDIX E

SCHOOL ORIENTATION VIDEO FORMAT

School Orientation Video

1. Introduction by the Principal
2. Title with view of outside of the school
3. Students introducing themselves and beginning the tour
4. School office, administration, guidance, clinic
5. Overview of school rules
6. Art
7. Music
8. Computer lab - Technology
9. Playground and physical education
10. Kindergarten activities
11. Grades 1-2 - Reading, writing, mathematics
12. Grades 3-5 - Science, reading, writing, listening, speaking, mathematics
13. Support services and special programs
14. Cafeteria - lunch program
15. Custodial staff
16. Student assistance with beautification of campus
17. Volunteers and other community support
18. Homework
19. Special classes and services
20. Unique activities (kindergarten circus, student assembly programs, school chorus, jump rope club, after school activities, professional cultural programs
21. President of Parent Teacher Organization

APPENDIX F

P.E.A.K. PERFORMANCE PAGE
IN THE MONTHLY SCHOOL NEWSLETTER

P arent E ducation A ids K ids' Performance

Growing Up Drug Free

We will soon receive sufficient copies of the 52 page booklet, Growing Up Drug Free: A Parent's Guide to Prevention, to send home to all of our parents. Produced by the U. S. Department of Education, this booklet presents information on child development and suggests activities for parents to help reinforce drug prevention in the home.

Please take the time to read this booklet and keep it as a reference as we all work together to help our children grow up drug free.

Invest 15 Minutes in Your Child's Education

In today's busy world, it is difficult to find the time to read a book or attend a meeting to learn how to help our children become successful in school and in life. That is why we have developed a library of videotapes that can be watched in just a few minutes while resting from other activities.

Please look over the following list of videos and request one or more to be sent home with your child. Some of them come with a brochure you may keep that contains specific activities for helping your child.

Please send home with my child the following P.E.A.K. Performance materials as soon as they are available. (Check appropriate boxes.)

☐ ***Preparing Today's Children for Tomorrow's World***
A video tour of our school showing many of the programs and unique activities available.

☐ ***Little Things Make a Big Difference***
With free booklet, suggests dozens of common sense, no-cost ways for families to help their children do well in school.

☐ ***Reading Begins at Home***
How parents can help their child become better readers, writers, listeners, speakers, and thinkers.

☐ ***Read to Me--Making Reading a Part of Every Child's Life***
Explains the positive outcomes of reading aloud to young children and how to develop a love of reading.

☐ ***Math —Gateway to the Future***
With free brochure, gives specific ideas for helping your child build confidence and skills.

☐ ***Arts for Life***
With free brochure, explains how art can help maximize intellectual growth and creative development in all children.

☐ ***Music in Education***
Highlights the technology assisted music program in use at our school.

☐ ***Mirrors: Leading Children to Self-Esteem***
A new video and free brochure designed to help parents build children's and teens' self-esteem and become better prepared to deal with life's challenges.

☐ ***Prepaid College Program***
Explains how parents can lock in college tuition and housing expenses at today's prices.

_____ Child's Name

_____ Teacher

_____ Parent